



EDUCATION CLUSTER CONTINGENCY PLAN

SOUTHEAST MYANMAR 2021

December 2021 – May 2022

ACRONYMS

AAP: Accountability to Affected Population

AoR: Area of Responsibility

CBO: Community Based Organisation

CSO: Civil Society Organisation

CWD: Children with Disabilities

INGO: International Non-Governmental Organisation

EAO: Ethnic Armed Organisation

EiE: Education in Emergencies

GCA: Government Controlled Area

GBV: Gender-Based Violence

HNO: Humanitarian Needs Overview

HRP: Humanitarian Response Plan

IDP: Internally Displaced Person

MHF: Myanmar Humanitarian Fund

MHPSS: Mental Health and Psychosocial Support

MPA: Minimum Preparedness Actions

NGCA: Non-Government Controlled Areas

NNGOs: National Non-Governmental Organisation

PDF: People Defense Force

PSEA: Prevention of Sexual Exploitation and Abuse

PTA: Parent Teacher Association

SOP: Standard Operating Procedures

PSS: Psychosocial Support

WASH: Water, Sanitation and Hygiene

BACKGROUND, OBJECTIVE AND ALIGNMENT

Background

Members of the Education in Emergencies (EiE) coordination group in the South East of Myanmar jointly prepared this contingency plan for the education sector. The EiE coordination group includes Civil Society Organisations (CSOs), national Non-Government Organisations (NNGOs), education service providers - state and non-state and sometime beneficiary focal points from the affected areas e.g. camp committee members, International NGOs (INGOs), and UN agencies. The contingency plan also received inputs and contributions from the WASH sector for the South East, as well as representatives from child protection and the protection sector to ensure coordination and alignment between the planned activities. The education cluster coordinator for Afghanistan also participated in a lessons learned exchange along with regional representatives from two INGOs with experience of working across Asia to share their insights. The contingency plan was prepared over two half-day workshops, as well as with inputs from EiE coordination group members to finalise the plan.

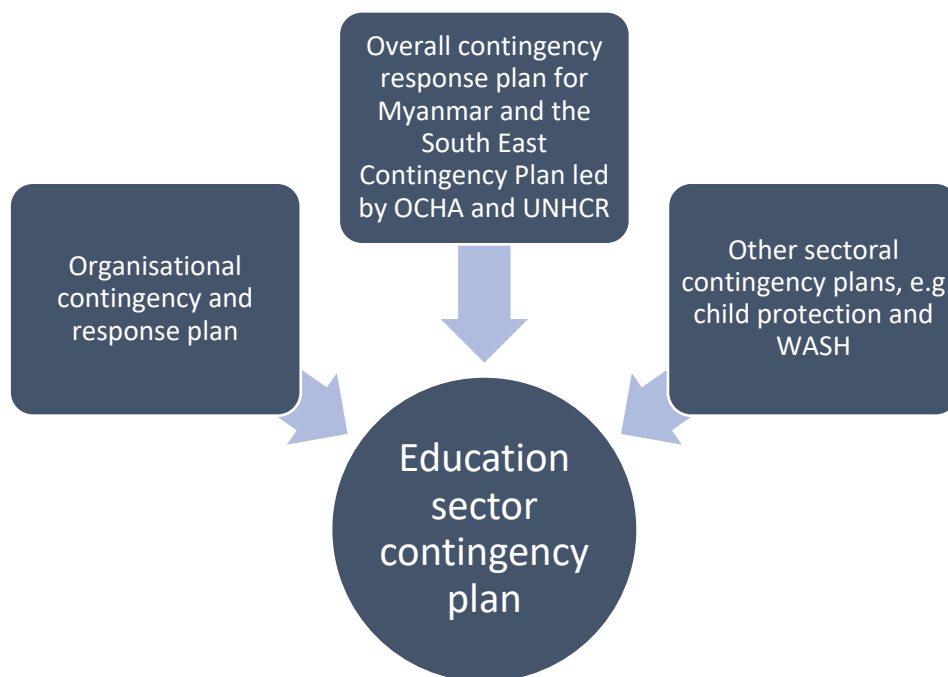
Objective and timeline of the Contingency Plan

The overall objective of this contingency plan for the education sector in the South East aligns to the overall EiE sector strategy for Myanmar, 2021-2022. The objective is *“The education sector in the South East of Myanmar – including local and national NGOs, CSOs, UN agencies and education spaces have increased capacity to prepare for and respond to shocks and crises – including conflict, displacement and disasters”*.

The timeline for the Contingency Plan for the Education Sector is for an initial period of six months starting from December 2021 ready for review and updating in May 2022.

How this contingency plan for the education sector aligns to other contingency plans

The contingency plan for the education sector in the South East aligns to organisational contingency plans, the overall contingency plan for Myanmar and the South East Contingency Plan for the South East. It also aligns with other sectors contingency plans, especially those related to WASH and child protection.



The table below outlines the different types of contingency plan in the South East and Myanmar more broadly and their purpose.

Plan	Purpose
Organisational contingency plans	Contingency plans for individual organisations that focus on their own operations and how they work in partnership with others.
Education sector contingency plan	For the education sector and clarifies coordination arrangements between education sector partners and linkages with other plans such as child protection and Water, Sanitation and Hygiene.
South East Myanmar Contingency Plan, August 2021	Overall contingency plan for South East Myanmar covering all sectors. Aligns to the overall contingency response plan for Myanmar.

PLANNING ASSUMPTIONS

The planning assumptions included in the Contingency Plan for the Education Sector align with the overall Contingency Plan for the South East of Myanmar approved in August 2021.

Planning assumption	More detailed information
Response strategies and principles	<ul style="list-style-type: none"> • Inclusive, people-centric, age, gender, disability sensitive and rights-based approach. • Coordination – information sharing and effective coordination mechanisms among humanitarian actors. • Cooperation with CSOs and CBOs prioritised throughout humanitarian response. • Integrated response on Covid-19 and natural hazards.

<p>Intensified conflict (လက်ရှိလိုခြံရေးအခြေအနေမှာလျင်မြန်စွာယိုယွင်းနေခြင်း)</p>	<ul style="list-style-type: none"> • Predicted to significantly increase displacement of civilians and severely affect host communities in Southeast Myanmar.
<p>Seasonal floods and monsoon</p>	<ul style="list-style-type: none"> • Potential to increase displacement, cause damage to houses, interruptions in communication and transportations, and potential for IDP location and temporary shelters to be damaged.
<p>Humanitarian access is significantly hindered (လက်လှမ်းမီမှု)</p>	<ul style="list-style-type: none"> • Restrictions increase and partners forced to reduce their presence. • Cash flow interrupted and commodity prices increase. • Partial or complete communications blackout imposed. • Access to the most vulnerable communities further constrained.
<p>Operational capacity (လုပ်ငန်းဆောင်ရွက်မှုဆိုင်ရာစွမ်းရည်)</p>	<ul style="list-style-type: none"> • Many organisations will struggle to gain access and have the supporting operational capacity to reach the hardest to reach areas. • Increased difficulties in administrative, financial and supply arrangements to support on-going operations. • Humanitarian needs exceed current resources. Certain locations where humanitarian needs are high are inaccessible due to movement restrictions. • CSOs and CBOs play an even greater role in the provision of humanitarian assistance.
<p>The need to look at Government Controlled Areas (GCAs) and Non-Government Controlled Areas (NGCAs).</p>	<ul style="list-style-type: none"> • This contingency plan recognises the need to appreciate differences in GCA and NGCA areas and the impact this has on access, humanitarian operations, as well as reaching children and youth.
<p>Safety of children and youth returning to education (ပညာရေးသို့ပြန်လာသောကလေးများ၏လုံခြုံမှု)</p>	
<p>Realities and challenges of coordination (ညှိနှိုင်းဆောင်ရွက်ခြင်း၏ လက်တွေ့များနှင့်စိန်ခေါ်မှုများ)</p>	<ul style="list-style-type: none"> • It has been recognised that coordination, whilst important, also presents some challenges for partners that should be appreciated in this contingency plan.
<p>Role of children, youth and communities (ကလေးသူငယ်များ၊ ငယ်များနှင့်လူ့အဖွဲ့အစည်းများ၏ အခန်းကဏ္ဍ)</p>	<ul style="list-style-type: none"> • The role of children and youth – especially girls and boys, children and youth with disabilities, and communities is critically important and must be appreciated in contingency planning efforts of education partners.
<p>Funding (ငွေကြေးထောက်ပံ့မှု)</p>	<ul style="list-style-type: none"> • Access to funding to support the implementation of EiE programmes is a serious constraint for many partners in the South East of Myanmar. This limits their ability to implement EiE programmes.

<p>Support from decision makers within each organisation on the contingency plan for the education sector (ပညာရေးကဏ္ဍ ၏ အတွက်အဖွဲ့အစည်းတစ်ခုချင်းစီမှဆုံးဖြတ်ချက်ချမှတ်သူများထံမှပံ့ပိုးမှု)</p>	<ul style="list-style-type: none"> It is recognised that in order to ensure implementation of this contingency plan for the education sector that there is support for the plan from decision makers within each organisation.
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LESSONS LEARNED & RECOMMENDATIONS

One of the sessions in the sub-national workshops for the South East explored lessons learned from experience from current and previous emergency responses to inform the contingency plan for the education sector. Together education partners explored what has worked well, what can be improved and any recommendations for this contingency plan to address for the future. Representatives from Afghanistan and the wider Asia region also participated and shared their experience.

Topic	Best practices and lessons learned	Recommendation
Capacity building of EiE human resources by the cluster	EiE cluster offers training opportunities, and share resources, tools, and information. EiE cluster creates platforms to share best practice (Myanmar EiE Community of Practice for Home-based Learning).	Should invite more partners to involve in training and provide capacity building.
Coordination and cluster functioning	The education cluster leads on coordination meetings, joint training and works together to share challenges and best practices together.	The education cluster should coordinate more broadly with other education actors such as ethnic education providers including CSOs and NGCA for formal and non-formal education setting.
Funding	Funding is a big challenge for partners implementing education programmes in the South East. Lesson learned: funding for the education sector is very limited and not sufficiently prioritised by donors.	The education cluster should work together to advocate and generate more funding opportunities. There is a need for a joint strategy and invite potential donor organizations. In Afghanistan, the cluster holds regular calls with the donors to keep them updated on the situation.
Needs assessment	A consolidated education needs assessment report for the South East of Myanmar is not in place and is required. Some partners see the education needs assessment tool as too technical and time consuming. Other organizations are currently using their own need assessment tools. UNHCR are	A simplified needs assessment tool that is more suitable to rapid response is required. A consolidated needs assessment for the South East is required. Capacity building needs for development of need assessment as well as usage of tools.

	conducting a protection assessment in the IDP camps.	
Immediate response	Compliance is a big challenge in the immediate response phase for many partners who receive education funding from larger organizations. It is very challenging to complete all the necessary compliance requirements in a context such as the South East.	Greater flexibility is required from larger organizations to understand the challenges facing implementing partners in the South East.
Experience sharing from Afghanistan and the wider Asia region	The closer to the community the better. Consider alternatives such as radio and home-based learning. Co-design with crisis and displaced communities so the response is useful. Provided what is needed. Consider wellbeing and safety in addition to learning. Afghanistan has a set of Standard Operating Procedures (SOPs) on how to communicate with government.	Take the opportunity to integrate with child protection and other sectors. Co-design projects, where possible and deliver a package of interventions. Education is a platform for delivery. Explore humanitarian access groups (e.g Afghanistan). Identify local community and CSOs who have easy access into the target areas.

SCENARIOS AND EXPECTED IMPACTS ON CHILDREN, YOUTH AND THEIR EDUCATION

The education cluster partners explored the potential impacts of an increase in active armed conflict and displacement along with the potential for flooding. This aligns with the overall contingency plan for the South East of Myanmar.

<p>Scenario: Increase in active armed conflict and displacement and flooding (လက်နက်ကိုင်ပဋိပက္ခများနှင့်နေရာရွှေ့ပြောင်းမှုများမြင့်တက်လာခြင်း) (ရေကြီးခြင်းနှင့်မြေပြိုခြင်း)</p>
<p>Impacts of the scenario</p> <ul style="list-style-type: none"> Active armed conflict highlighted as the most likely scenario. People continue living in protracted displacement sites. Expected increase in short-term displacement that expands to new geographical areas. Potential for child safeguarding and PSEA risks. Covid-19. 150,000 displaced in the recent context.
<p>Likelihood of the scenario (between 1-5) 4.5</p>
<p>Impacts of the scenario on children, youth and their access to education</p> <p>General points</p> <ul style="list-style-type: none"> Covid-19 can also impact children's education - especially in conflict-affected areas and displaced children. Other platforms to access education such as online learning are not possible for them. Armed conflict can happen in GCA such as towns and cities not only between EAOs and Tattmadaw but also in between People Defense Force (PDF) and Tattmadaw. Therefore, both displaced children and children from communities can be affected. There may be knock on effects from other shocks and stressors on education prospect -- economic pressure on parent (as a result of economic downturn, increased poverty, lack of livelihood and rising commodity prices) will influence spending pattern and resource level the household has to support children's education. Displaced at camp like settings where schools and temporary learning spaces are not available. Changes in teachers also affect in their learning. Children have to adapt new environment and face problems such as language problem. Parents lost their livelihood and do not prioritize education for their children so that children/youth are not interested in education and want to work to help their family. Once they are out of school, they are more likely to use drugs. There is no place or activities for recreational activities and psychosocial support for children/youth. Children become too 'old' for school grades and don't feel they can go back to schools; education disrupted. Children age out and don't feel they can go back to schools; education disrupted and children enter work sector. <p>NGCA/GCA differences</p> <ul style="list-style-type: none"> In GCA, children are more likely to be together with their family in the camp and more chance to get education. In NGCA, children are not with their family. When there is armed conflict, people flee/displace temporarily or back and forth to the forest and there is no schools in the forest. So, parents send their children to the boarding houses where it is safe and to get the education. Those displaced children at the boarding houses might feel despair when they see other children who are not IDP and get full support from parents while they depend totally on boarding house's support. IDP children are also worried where to back home when school year ends because their home is not safe and might face for EAOs recruitment and not able to back to education. Parent

find solutions by sending their children away to continue education in other areas; so separation from family or early marriage.

Access and participation (different in GCA and NGCA)

- Schools closed or no access to school
- Access to education is be different for NGCA and GCA. Due to easy access and transportation in GCA, it is possible for humanitarian agencies to provide support. It is also possible for education partners to provide response timely but in NGCA, bad road situation, very remote, many checkpoints can make delay to response.
- Travel to and from boarding houses.
- According to the available data, boys access education more than girls.
- Children with disabilities have less access and they are more affected by the current crisis situation. Poverty and disabilities are linked and CWD are more affected and face more challenges.
- Increased dropout rate

Child Protection risks and threats in the South East

- Continued clashes and insecurity leading to access insecurities and increased humanitarian needs including child protection risks.
- New displacements along SE corridor leaving populations and particularly children vulnerable to protection risks including: limited child protection services and actors contributing to low reach in the face of increased child protection risk mitigation.
- Increased migrant population due current conflict and COVID waves, temporally settled in Jungle and some other locations/settings as IDPs
- Continued human rights violations: Arbitrary arrests and detention; restricted freedom of movements (curfews, road blockages and landmine risks); limited access to basic services.
- Grave violations against children in armed conflict.
- Recognizing the increased mine risk level in active conflict areas, UNICEF will scale up Explosive Ordinance Risk Education (EORE) activities in close collaboration with NGOs and CBOs, including ethnic social service providers, to prevent and reduce the threats posed by landmines and explosive remnants of war.
- Migration related issues including trafficking and child labour.
- Need to reach children and care giver with Child Protection risk prevention and response messages, MRE/EORE, group or center based MHPSS and monitor cases needing additional services.

Psychosocial

- Psychosocial distress,
- Lost their dreams, lost interest in education, behind in education due to no access to schools for a long time and they need help to catch up the lessons.
- Parents lost their livelihood and do not prioritize education for their children so that children/youth are not interested in education and want to work to help their family.
- Once they are out of school, children and youth are more likely to use drugs.
- There is no place or activities for recreational activities and psychosocial support for children/youth.

Teaching and learning

- Educational materials lost/destroyed
- Limited available teachers and different teachers. Changes in teachers also affect in their learning. Children have to adapt new environment and face problems such as language problem.

WASH concerns

- Infectious diseases a concern.
- When people are displaced, they cannot carry food, water, shelter etc. Menstrual hygiene management.

Activities and Standard Operating Procedures

This section of the Contingency Response Plan identifies key activities and Standard Operating Procedures (SOPs) to be implemented as part of the plan. It includes Minimum Preparedness Actions (MPAs) that are on-going, as well as response activities to be undertaken in case of a sudden deterioration of the current situation.

Activity I: Early Warning System				
Actions လုပ်ဆောင်ချက်များ	Who leads? ဘယ်သူကဦးဆောင်သင့်သလဲ	Who participate/contribute?	By when? မည်သည့်အချိန်	Resources required (human, financial, technical support, decisions made, etc)
Appoint risk monitoring focal point ဘေးအန္တရာယ်ကိုစောင့်ကြည့်လေ့လာရန် focal point တစ်ယောက်ကိုခန့်ထားသည်	SEC	All partners	All time	Time of risk monitoring focal point
Monitor (monthly, weekly, daily) the threat by gathering information from relevant agencies သက်ဆိုင်ရာအေဂျင်စီများမှသတင်းအချက်အလက်များစုဆောင်းခြင်းဖြင့်ဘေးအန္တရာယ်ဖြစ်လာနိုင်သည့်အခြေအနေကို (လစဉ်၊ အပတ်စဉ်၊ နေ့စဉ်) စောင့်ကြည့်သည်	SEC	CO-Leads	All time	Time of risk monitoring focal point
Prepare a set of agreed key messages for children and communities on how to protect themselves ကလေးများနှင့်ရပ်ရွာများအနေဖြင့်မိမိကိုယ်ကိုမည်သို့ကာကွယ်ရမည်ကိုပြောပြသည့် သဘောတူထားသောအဓိကသတင်းစကားများကို ပြင်ဆင်သည်	SC	All partners	3-6 month	Support from education cluster in Yangon
Establish who will share early warning information with whom, and how often and how (phone call, text message, email, etc). မည်သူက ကြိုတင်သတိပေးခြင်းအချက်အလက်များကို ဘယ်သူ့ကို၊ ဘယ်နှစ်ကြိမ်၊ မည်သို့ (ဖုန်းခေါ်ဆိုမှု၊	SEC	CO-Leads	3-6 month	

စာတိုပေးပို့ခြင်း၊ အီးမေးလ်စသည်) ဝေမျှမည်ဆိုသည်ကိုသတ်မှတ်သည်။				
Prepare a diagram that clearly explains the early warning system ကြိုတင်သတိပေးစနစ်အားရှင်းလင်းစွာရှင်းပြထားသောပုံတစ်ပုံကိုပြင်ဆင်ပါ	SEC	HCR	3-6 month	Support from the education cluster in Yangon
Maintain contact list of education cluster partners and other key contacts education cluster ၏မိတ်ဖက်အဖွဲ့အစည်းများနှင့်အခြားအဓိကဆက်သွယ်ရမည့်သူများ၏အဆက်အသွယ်စာရင်းကိုထိန်းသိမ်းသည်	UNICEF	CO-Leads	3-6 month	Support from information manager
Coordination and network with other sectors and IAWGs and DRR group	UNICEF	CO-Leads	3-6 month	
Advocacy and Fundraising request	SEC	CO-Leads	3-6 month	

Activity 2: Coordination with other sectors ကြိုတင်ပြင်ဆင်ခြင်း - အခြားကဏ္ဍများ (sectors)နှင့်ညှိနှိုင်းဆောင်ရွက်ခြင်း				
Actions ဆောင်ရွက်ချက်များ	Who lead? ဘယ်သူကဦးဆောင်သင့်သလဲ ။	Who participates/ contributes?	By when? မည်သည့်အချိန်	Resources required (human, financial, technical support, decisions made, etc)
Share education preparedness activities with other clusters and sectors ပညာရေးအတွက်ကြိုတင်ပြင်ဆင်မှုလုပ်ဆောင်ချက်များကို အခြား clusters and sectors များနှင့်မျှဝေသည်။	UNICEF	CO-Leads	3-6 month	Time of co-leads

Education partners are briefed on the child protection referral system ကလေးသူငယ်ကာကွယ်စောင့်ရှောက်ရေးလွှဲပြောင်းပေးမှုစနစ်အကြောင်းကိုပညာရေးမိတ်ဖက်အဖွဲ့အစည်းများကိုများကရှင်းလင်းတင်ပြသည်။	SC/UNICEF	All partners	3-6 month	
Education partners access materials from the WASH and Health cluster	UNICEF	All partners	3-6 month	

Activity 3: Pre-positioning emergency supplies ကြိုတင်ပြင်ဆင်ခြင်း - အရေးပေါ်အတွက်ပစ္စည်းများကို ကြိုတင်စုဆောင်းနေရာချထားခြင်း				
Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who should participate/contribute?	By when? မည်သည့်အချိန်	Resources required (human, financial, technical support, decisions made, etc)
Map out education partners existing emergency supplies အရေးပေါ်အတွက်ပစ္စည်းများရှိသောပညာရေးမိတ်ဖက်အဖွဲ့အစည်းများကို ရှာဖွေမှတ်သားထားသည်။	SEC	All EiE Partners	3-6 month	
Consult on additional supplies that should be pre-positioned and where ကြိုတင်စုဆောင်းနေရာချထားသင့်သော ထပ်ဆောင်းပစ္စည်းများနှင့် မည်သည့်နေရာတွင်ဆိုသည်ကို တိုင်ပင်သည်။	SEC	CO-Leads	3-6 month	
Agree list of education emergency supplies ပညာရေးအရေးပေါ်ပစ္စည်းစာရင်းကိုသဘောတူသည်။	SEC	All EiE Partners	3-6 month	
Procure supplies, logistic and warehousing ပစ္စည်းများကိုဝယ်ယူသည်။	Responsible orgs by their own policy and practice	All EiE Partners	3-6 month	

Activity 4: Call an urgent Education Cluster meeting				
Activities	Who should lead?	Who should participate/contribute?	By when?	Resources required
Cluster co-leads hold a meeting with education partners	CO -leads	All EiE Partners	3-6 month	

Set the date, time, location and agenda for the meeting. Send out invitations	CO -leads	All EiE Partners	3-6 month	
Hold meeting to agree: <ul style="list-style-type: none"> - Priority activities - Who will participate in the activity - How to communicate - Where information will be stored 	SEC	CO -leads	3-6 month	
Share information on the emergency	SEC	CO -leads	3-6 month	
Take meeting notes	SEC	CO -leads	3-6 month	
Develop assessment tools/agree to assessment tool	SEC	CO -leads	3-6 month	
Follow up update information before circulate meeting minutes	CO -leads	All partners	3-6 month	

Activity : Establish a task force to work together during the emergency response				
Actions	Who should lead?	Who participates?	By when?	Resources required
Following the urgent cluster meeting, agree task force members who are operational in the affected area who will work together to share information	Cluster co-leads	Task force members	0-72 hours	Time of task force partners
Agree on initial frequency of task force meetings. Set the time, location and send out invitations. Meetings to be held in Myanmar language.	SEC/Cluster co-head	Task force	72 hours – 1 week	Time of partners
Review education emergency supplies in place and make estimate on requirements	SEC/Task force	National coordinator, IMO	Within 1 week	Time of task force
Send a request to OCHA, UNHCR and other partners informing them of the need to include an education focal point in any future assessments	National Coordinator/SEC	Task force members	0-72 hours	
Identify an education focal point from the task group who will participate in multi-sector assessments including: <ul style="list-style-type: none"> - Joint rapid assessments led by OCHA and UNHCR - Child protection assessments, etc. 	SEC/CO-Leads	All task force partners	72 hours – 1 week or longer depending on timeframe of partners	Budget to support task force members to participate in the assessments.
Identify priority advocacy messages	Task force members	SEC/National coordinator	From 0-72 hrs then on-going	Time of partners

Discuss and agree recommended EiE programming approaches (e.g distance learning, temporary learning spaces, PSS, etc)	Task force members	All education cluster partners	On-going within one week	Time of partners
Share information on the emergency	SEC/task force members	All EiE partners	On-going	To be determined
Other activities as identified by the task force	Task force members	All EiE partners	On-going	To be determined
Report back to EiE coordination group on a regular basis during monthly meetings	SEC	Partners and cluster co-leads	On-going	Time of task force members

Activity 5: Needs assessment

ကြိုတင်ပြင်ဆင်ခြင်း - လိုအပ်ချက်များကိုဆန်းစစ်အကဲဖြတ်ခြင်း

Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who should participate/contribute?	By when? မည်သည့်အချိန်	Resources required
Simplify the education needs assessment template to include voices of beneficiaries, GBV, disabilities, etc. တွင်အကျိုးခံစားခွင့်ရှိသူများ၊ GBV၊ မသန်စွမ်းသူများစသည်တို့၏ အသံများပါဝင်ရန် ၎င်းကိုပြန်လည်သုံးသပ်ရန် စဉ်းစားသည်။	SEC	Partners and cluster co-leads	One – two week	
Rationale and methods for conducting an education needs assessment are understood by partners အခြေခံအကြောင်းများနှင့် education needs assessment ပြုလုပ်ရန်နည်းလမ်းများကိုမိတ်ဖက်အဖွဲ့အစည်းများကနားလည်သည်။	SEC/CO-Leads	All EiE Partners	One – two week	
Conduct needs assessment in affected communities	SEC	cluster co-leads	One- Two week	
Compile needs assessment information	UNICEF and CO lead	cluster co-leads	One- Two week	
Data Analysis / Identify needs and gaps (SA and NSA)	SEC/IMO	cluster co-leads	One- Two week	

Activity 5: Information management

Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who should participate/contribute?	By when? မည်သည့်အချိန်	Resources required
Develop a data collection template everyone can agree on	IMO/SEC	All partners	3-6 month	

Conduct 4W exercise	SEC/CO-leads	All partners	3-6 month	
Agree how the data will be combined and presented	IMO/SEC	CO-leads	4week after emergency	

Activity 6: Resource mobilization and advocacy for education funding in Myanmar
 ကြိုတင်ပြင်ဆင်ခြင်း - ကွဲပြားသောအထောက်အပံ့အမျိုးအစားများကိုရှာဖွေခြင်းလုပ်ငန်းစဉ် နှင့် မြန်မာနိုင်ငံတွင် ပညာရေးထောက်ပံ့ငွေအတွက် စည်းရုံးလှုံ့ဆော်ခြင်း

Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who should contribute/participate?	By when? မည်သည့်အချိန်	Resources required
Map out donors to target for resource mobilization for education ပညာရေးအတွက်ကွဲပြားသောအထောက်အပံ့အမျိုးအစားများကိုရှာဖွေခြင်းလုပ်ငန်းစဉ်ကိုရည်ရွယ်ရန် အလှူရှင်များကို ရှာဖွေမှတ်သားသည်။	SEC/NEC	All partners	One month after emergency	
Contact donors	NEC	All partners	2 month after emergency	
Prepare advocacy documents (talking points, briefing papers, etc), to influence donors to fund education အလှူရှင်များအားပညာရေးကိုထောက်ပံ့ရန်အတွက် စည်းရုံးနိုင်ရန် စည်းရုံးရေးစာရွက်စာတမ်းများ (စကားပြောအချက်များ၊ အကျဉ်းချုပ်စာတမ်းများ) ကိုပြင်ဆင်သည်။	SEC/Task Force Members	All partners	2 month after emergency	

Activity 7: Strengthening preparedness of children and communities, including teachers
 ကြိုတင်ပြင်ဆင်ခြင်း - ဆရာများအပါအဝင် ကလေးများနှင့်ရပ်ရွာလူထုများ၏ကြိုတင်ပြင်ဆင်မှု အားကောင်းစေခြင်း

Actions လုပ်ဆောင်ချက်များ	Who should lead? ဘယ်သူကဦးဆောင်သင့်သလဲ။	Who should participate/contribute?	By when? မည်သည့်အချိန်	Resources required
Agree a set of resources for use by education partners to raise awareness with children and communities on preparedness ကြိုတင်ပြင်ဆင်မှုများနှင့် ပတ်သက်၍ ကလေးများနှင့်ရပ်ရွာလူထုများအား အသိပညာမြှင့်တင်ရန်ပညာရေးမိတ်ဖက်များအသုံး	SEC/Task Force Members	All partners	3-6 month	

ပြုရန်အတွက်အရင်းအမြစ်များကိုသဘောတူသည်။ ။				
Distribute to communities and children (how?) ကလေးများနှင့်ရပ်ရွာလူထုသို့ ဖြန့်ဝေသည်။ (မည်ကဲ့သို့)	Responsible org in their target areas	SEC/CO leads	3-6 month	
Forming community-based group for emergency preparedness	Responsible org in their target areas	SEC/CO leads	3-6 month	

RISKS AND CHALLENGES

This section outlines the key risks and challenges facing education partners in the South East and proposes mitigating measures.

Risk and challenges	Mitigating measures
Operational Challenges	
<ul style="list-style-type: none"> • Constraints in supply chain due to limitation from authorities (to crisis affected areas) • inflations and unstable exchange rate, cash flow (out of country procurement and logistics) • Limited data flow, data, communication and information gaps (disrupted by the authorities, fighting) • Limited oversight on the implementation, M&E constraints (couldn't access into the affected areas) • Funding sources? (evidence /information could not be collected , advocacy constraint) 	<ul style="list-style-type: none"> • Flexibility on the logistic /transport and contingency plan for the risk of halt by authorities on way • Collaborating with local partners to reduce long transport and to get ground level security information • Assign data focal for data management at national and sub-national level • consensus to organize ad hoc calls and regular meeting as and when necessary • Remote monitoring, 3rd party monitoring, innovative approaches using online mechanism for oversight • Coordination between country level and field level, decentralization on budget to sub-national and field level • proposition of supplies to sub-national and township level nearest to the potential hazard and crisis areas • Cash and procurement forecasting plan/ contingency budget in each organization
Local partnership and field implementation	
<ul style="list-style-type: none"> • Tightened rules and regulations over organizations registrations, most CBOs, CSOs are not registered • Coordination between different sectors, limited resources and HR at the implementation level • Risks for supporters and Implementers at field level unlawful act (dealing with illegal groups) associations 	<ul style="list-style-type: none"> • Engagement with authorities for access and for humanitarian considerations • Contingency plan in placed at each organization and coordinated with different sectors • Flexibility for humanitarian works (teleworking), business continuation plan developed • Security risk assessments and guidelines should be in placed
Other	

<ul style="list-style-type: none"> • Difficult access / continuity to education (disruption by conflicts, pandemic) • Multiple risks Health, hygiene, transport (rainy season) □ outbreaks, security concerns • Instability and continuous movement of locations due to flaring of fights and conflicts. 	<ul style="list-style-type: none"> • Strengthen partnership at field level and explore (alternative learning (home based learning, open/remote learning) • WASH and health services are incorporated and include children with disability/ MPHSS/ • Get the views and voices of beneficiaries for AAP.
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ANNEXES

This section will include all relevant tools and templates relevant to the education sector in Myanmar.

1. EiE sector capacity mapping template
2. Education needs assessment tool
3. List of pre-positioned supplies